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ABSTRACT

A school psychologist implemented a practicum designed to increase the prosocial behaviors of children attending a preschool center that integrated handicapped (N=26) and nonhandicapped (N=22) children. Observations had indicated that many of the children at the center were unable to work and play with others without hitting and getting hurt in return. To improve children's behavior, a social skills training program was developed. The program focused on the skills of listening to the teacher, doing what the teacher says, following classroom rules, doing the best work possible, following rules of play, assisting others, sharing with others, and coping with anger, negation, and teasing. Skits with puppets were used to present 24 stories which featured 10 social skills. One story was presented semiweekly for 12 weeks to children in four classrooms. Teachers were trained in specific techniques designed to encourage the transfer and generalization of prosocial learning to various settings in the natural environment of the center. Post-training evaluation data indicated that preschool children demonstrated fewer deficiencies in each of the 10 social skills addressed in the training program. Eight tables/figures and 33 references are provided. Appendixes include instruments used in the project, a sample from the weekly log and charts comparing studies reported in the literature. (RH)

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INCREASING SOCIAL COMPETENCY IN PRESCHOOL CHILDREN USING COGNITIVE-BEHAVIORAL INTERVENTION

BY

TERRY BLAKELY BROWN

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NOVA UNIVERSITY

INCREASING SOCIAL COMPETENCY IN PRESCHOOL CHILDREN USING COGNITIVE-BEHAVIORAL INTERVENTION

by

Terry Blakely Brown

Cluster XXIII

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Terry Blakely Brown under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

4-19-88
Date of Final Approval of Report

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ABSTRACT

Increasing Social Competency in Preschool Children Using Cognitive-Behavioral Intervention. Brown, Terry Blakely., 1988: Practicum Report, Nova University, Ed.D Program in Early and Middle Childhood. Descriptors: Socialization/ Social Development/Prosocial Behavior/Interpersonal Competence/Affective Behavior/Antisocial Behavior/Imitation/ Modeling/Altruism/Friendship/Cooperation/Social Skills Assessment/Social Skills Curriculum

Preschool children attending a Center for integration of handicapped and nonhandicapped children had deficits in social skills. The goal of the practicum was to increase prosocial behaviors, thereby decreasing social deficits in these children.

The writer developed 24 stories relative to 10 social skill deficits. A story was presented semiweekly for 12 weeks to four separate classrooms of preschool children. During the 12-week period, the four preschool teachers instructed generalization of the social skills in the natural environment.

Pre-training data on 48 preschool children revealed social functioning not departing markedly from a moderate level of deficits. Post-training data on 47 preschool children revealed larger frequencies of social skill deficits concentrated toward no deficits and smaller frequencies toward severe deficits. Follow-up data on 36 preschool children were similar to post-training data. Relative to established criteria, the Social Skills Training Program was successful and children's learning generalized to the natural environment.

CHAPTER I

INTRODUCTION

DESCRIPTION OF COMMUNITY

The Center that served as the setting for the practicum is located in a town in the southwestern part of the United States. The county was divided in 1983, with the town of 51,400 people becoming the county seat for the new county with its population of 92,400. A Mexican free port is 23 miles southwest of the town, with the Mexican community's population ranging between 150 and 200 thousand.

With its desert dry air and certainty of sunshine 90 percent of the time, there is an abundance of arable land in the valley regions which is irrigated with Colorado River water. Thus, the town is a principal agriculture trade center. Many migrant workers and Mexican documented and undocumented workers are employed in the fields. The Bureau of Economic Analysis at the U.S. Department of Commerce in the 1980 census reported median family income ranging from approximately 17 thousand dollars in the town where the Center is located to approximately 11 thousand dollars in the surrounding areas. In 1984, the per capita income for the county was $8,762. The 1986 unemployment rate for the county was 28.7 percent (Valley National Bank of Arizona, 1986).

The U.S. Government forms a major portion of the area's economy, with an Army Proving Ground, a Marine Corps Air Station, Bureau of Reclamation, Border Patrol, and 18 other agencies providing income second to agriculture. The county has a growing livestock industry. Light industry and tourism increases economic diversification. Tourism, composed mainly of cross-country travelers and winter vistors, increases the population for five months each year by nearly 50 percent.

Practicum Setting

The Center where the practicum was conducted is located in the town serving as the county seat. Approximately 25 years ago, two parents started the Center in a garage with three handicapped children. The Center moved to its present location 10 years ago and at that time began integrating handicapped and nonhandicapped children into their preschool and daycare programs. In addition, the Center has provided services for severely handicapped students from the elementary school districts and the high school district in the county during prior years.

Presently, the Center serves the severely handicapped students from the high school district, but the elementary school districts in the area provide services for their severely handicapped students. The Center also has current programs for handicapped and nonhandicapped children from

six weeks to five years of age. The Center is authorized to take children up to 12 years of age into their daycare program, but current enrollment is preschool age to eight years of age.

The Center has been plagued with financial difficulties in the past but has always managed to provide the needed services. This present year was no exception when the Board of Directors found that the Center was in debt for five years of unpaid taxes to the Internal Revenue Service. The Professional Women's Club of the area provided the money and a new director was employed by the Board.

A major responsibility for the Director of the Center is to raise funds. This is accomplished through a variety of activities and donations from some local clubs. Additional monies are provided by charitable organizations such as March of Dimes and United Way. The high school district contracts with the Center to provide services for their severely handicapped students. The Department of Economic Services provides a large portion of the funding from their Division for Developmental Disabilities and for payments for children from families of low socio-economic status. The state administers funding according to the guidelines of Public Law 94-142.

In addition to the Director, who is a state certified school administrator, the Center employs a supervisor of support staff and a state certified teacher who supervises

the teaching staff. A state certified teacher of multiple handicapped children is on the staff. The Center's staff fluctuates from 30 to 35 people. Each teacher is assisted by aides in the classroom and an aide attends individually to any handicapped student needing full-time assistance.

Preschool is in session three hours each morning, five days each week, with the afternoon daycare program serving the majority of the preschool children. Although student enrollment fluctuates, Hispanic children comprise approximately 30 percent of the population. There are currently four teachers in the preschool working with children between three and five years of age. The integration process in the preschool is planned toward providing role models for handicapped children and settings for acceptance of differences by nonhandicapped children. The preschool program emphasizes the learning of cognitive, sensorimotor, communication, and socialization skills in a structured environment.

Author's Work Setting and Role

The author is employed as a school psychologist in the high school district that contracts with the Center to provide services for their severely handicapped population. Presently, no program exists on the high school campuses for these students. The district has two high schools and a student enrollment of approximately six thousand with

Hispanics comprising approximately 40 percent of the student population. A third high school in the district will open in 1988.

The author has a master's degree and is certified in the state as a secondary teacher in English and Psychology for 7th through 12th grade, school counselor for kindergarten through 12th grade, and school psychologist for kindergarten through 12th grade. Prior experience has included teaching psychology at the community college level, counseling in a community mental health center, and working as a school psychologist with kindergarten through 12th grade students. Currently, as a school psychologist with the high school district, the author is responsible for diagnosis and treatment recommendations for the district's handicapped students assigned to the Center.

An offer to the Center's administrative staff to assist with any problems the Center was experiencing with the younger population led to identifying social deficits of the preschool children. The Center's administrators and teachers were open to consultation and amenable to assisting in a program designed for their children in the preschool.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

One of the goals of the Center stresses the learning of social skills. The teachers read stories to the children that deal purposefully with the socialization process. Films are shown to children for purposes of socialization. Free play, field trips, and group activities are provided in keeping with the Center's goal of socialization training.

However, the Center's administrators and teachers reported that the primary problem among the younger children at the Center was acquisition of social skills. Many of the children were described as unable to work and play appropriately with other children without hitting and getting hurt in return. It was reported that many of the children were having difficulty paying attention and therefore were not following instructions. The teachers expressed concern that while some of the children were too impulsive to stay on task, other children appeared uninterested and apathetic. A few of the children were described as requiring an inordinate amount of attention to prevent them from disappearing.

Some of the deficiencies in appropriate social functioning were evident in an informal observation of the children in the Center's daycare and preschool programs.

Since many of the children in the daycare program also attended the preschool program, a decision was made to focus on the children attending preschool. Then if the problem were solved, the children in the preschool with deficits in social skills would increase their social competencies and these competencies would carry into the daycare program. Briefly stated then, the problem was that children attending the Center's preschool program were exhibiting a variety of inappropriate social skills and needed training in appropriate social competencies.

Problem Documentation

The Center's three administrators and four preschool teachers rated their level of agreement on the definition of social skills, the idea that social skills can be taught, and that the Center's handicapped children are more deficient in social skills than nonhandicapped children (Appendix A). Total agreement was found among the Center's administrators and preschool teachers on the definition of social skills. The comprehensive definition was found in a program designed for elementary handicapped students and three points were considered essential in defining social skills: "(1) Allow one to initiate and maintain positive relationships with others, (2) Contribute to peer acceptance and to a successful classroom adjustment, and (3) Allow one to cope effectively and adaptively with the social

environment" (Walker, McConnel, Holmes, Todis, Walker, & Golden, 1983, p. 1).

In addition, the Center's administrators and preschool teachers were in total agreement on the idea that social skills can be taught to children if level of development and understanding is considered. However, while five of the staff agreed totally with the idea that handicapped children enrolled in the Center's preschool program were more deficient than their nonhandicapped peers in age appropriate social skills, one administrator and one teacher were uncertain.

A study on the efficacy of Walker's et al. (1983) program listed various social skills considered of primary importance to appropriate social functioning (Table 1). The Center's director and supervising teacher reviewed the various social skills for a relationship to social skill deficiencies among the Center's preschool children. They determined that 19 of the skills were important deficiencies among the preschool children (Appendix B). The three administrators and four preschool teachers then ranked the skills from most deficient among the children to least deficient among the children.

Nine social skills were deleted from the list of 19 after the ranking. The remaining 10 skills considered most

Table 1

Classroom and Peer-to-Peer Social Skills Taught by the Accepts Curriculum

Area I: Classsroom Skills

1. Listening to the Teacher
2. When the Teacher Tells You to Do Something
3. Doing Your Best Work
4. Following the Classroom Rules

Area II: Basic Interaction Skills

1. Eye Contact
2. Using the Right Voice
3. Starting
4. Listening
5. Answering
6. Making Sense
7. Taking Turns Talking
8. A Question
9. Continuing

Area III: Getting Along

1. Using Polite Words
2. Sharing
3. Following Rules
4. Assisting Others
5. Touching the Right Way

Area IV: Making Friends

1. Good Grooming
2. Smiling
3. Complimenting
4. Making Friends

Area V: Coping Skills

1. When Someone Says 'No'.
2. Expressing Anger
3. When Someone Teases You
4. When Someone Tries to Hurt You
5. When Someone Asks You to Do Something You Can't Do

Note: From 'Initial Analysis of the Accepts Curriculum: Efficacy of Instructional and Behavior Management Procedure for Improving the Social Adjustment of Handicapped Children' by Walker, McConnell, Walker, Clarke, Todis, Cohen, & Rankin, 1983, Analysis and Intervention in Developmental Disabilities, 3.

deficient among the preschool children were relevant to the classroom skills, getting along, and coping skills noted in Table 1, with most emphasis placed on classroom skills. The 10 skills retained as the focus for attention then formed the basis for a five-point Likert-type rating scale (Appendix C). Utilizing the scale, the preschool teachers

rated each child in their classroom on severity of each social skill deficiency. Frequencies for severity of deficiencies for each social skill demonstrated by the preschool children are shown in Table 2.

Table 2

Pretraining Frequency Distribution
Severity of Preschoolers' Social Skill Deficiencies

N=48

	------Level of Deficiency------				
Social Skill	None	Mild	Mod.	Major	Severe
Listen to the teacher	7	14	12	9	6
Do what teacher says	8	15	11	8	6
Follow classroom rules	8	13	12	10	5
Do best work possible	9	8	14	9	8
Follow rules of play	8	9	16	10	5
Assist others	9	12	14	9	4
Share with others	9	12	13	10	4
Cope with anger	10	10	11	11	6
Cope when someone says no	9	13	10	10	6
Cope when teased	10	12	12	9	5

The rating scale (Appendix C) was designed to provide additional descriptive data considered important in constructing a social skills training program (Table 3). At the time of the ratings, none of the children were five years of age and only 11 were three years of age, with the majority of the 48 children four years of age. Thirty-six

of these children attended the Center's daycare program. Thirteen of the children were considered by their teachers competent enough to assist the teacher as a helper or role model for other children. Of the 48 children, 26 were described as handicapped.

Table 3

Demographics of the Preschool Population

Preschool Enrollment	48	Nonhandicapped	22
3 years of age (11)			
4 years of age (37)			
5 years of age (0)		Handicapped	26
		Mental (2)	
Preschool Children		Developmental (5)	
Enrolled in Day-		Physical (5)	
care Program	36	Emotional (5)	
		Hearing (3)	
Children Considered		Visual (2)	
by Teachers as		Speech (2)	
Capable Helpers	13	Multiple (2)	

Causative Analysis

The problem of social skill deficiencies among the integrated handicapped and nonhandicapped preschool children had many probable causes. It was reasonable to believe that handicapped children in general have more difficulty coping with their environment and interacting with others simply because of the nature of some of the handicaps and the composition of a larger society of nonhandicapped peers.

The degree of difficulty depends of course on a variety of factors with severity of handicap and home environment of

primary importance. Of the 26 handicapped children in the preschool described in Table 3, several had speech, hearing, or visual deprivation. Some of the children had handicaps of such severity to affect the central nervous system. Some were disabled physically. A few of the children were delayed developmentally and some functioned in the low mentally retarded range. A few of the children were described as emotionally handicapped.

The home environment has a bearing on the functioning of any child. Some of the children in the preschool had experienced some form of abuse. Many of the handicapped and nonhandicapped children were from families of low socio-economic status. Different cultures were mingled in the preschool. While some children attending the preschool were from small, intact families providing care and a stimulating environment, many of the children were from families that had experienced death of a parent, divorce, or were unusually large by today's standards. Some of the families subsisted on welfare. Poor nutrition and environmental deprivation were experiences of some preschool children.

The determination to perform duties well is sometimes tempered by outside influences. Losing contracts from the elementary school districts in the county during the last year led to a drastic decrease in the Center's enrollment. The provision of services to severely handicapped high

school students in future years is uncertain as the state pushes to place the students in the public school setting. Recent financial difficulties involving temporary nonpayment of salaries placed the Center on the threshold of closing its doors and discontinuing services. Faced with such an unstable future, it was probable that these factors had an adverse effect on the staff's functioning which in turn affected the functioning of the preschool children.

The Related Literature

The literature review on social skills training with young children revealed that structured learning appears more efficient than periods of nonstructured learning. Structured learning has four major components: modeling, role playing, performance feedback, and transfer of learning. Structured learning usually involves two trainers and five to eight children, but adaptations can be made for larger groups. Structured learning is behaviorally oriented and can be assessed in observable, concrete terms (Goldstein, Sprafkin, Gershaw, and Klein, 1983).

Long periods of social skills training are considered most effective. Parents were found not to be essential to intervention success (Castro and Mastropieri, 1986). Honig (1982) emphasized that teachers should be nurturing, empathic models of appropriate prosocial behaviors. Appropriate verbalizations of needs and descriptions of

prosocial behaviors should accompany the training. Children need opportunities to practice their learning of social skills.

Healthy social development is a priority for study and training by educators and psychologists. Socially incompetent children have been found to experience mental health problems in adulthood (Cowen, Pederson, Babigan, Izzo, & Trost, 1973) and healthy interpersonal functioning in adulthood depends on social competency in childhood (Barclay, 1966). Erikson's (1963) model of personality stresses the successful accomplishment of tasks at each stage in order to be successful at higher stages. Children, for example, need opportunities to make choices and learn to live within the restrictions that an environment imposes as they push for autonomy around the third year of life. Around four or five years of age, the task of initiation allows for their sense of doing and imagination is at the forefront.

Creativity and fantasy permit children to practice doing things that they may not be doing in their natural environment. Children's imagination should be tapped during social skills training, so selection of materials is important (Powell & Lindeman, 1983). Suggestions include balls, blocks, tea sets, wagons, beanbags, telephones, dress-up clothes, and puppets. Stories can be made more interesting and conversations can take place between adults

and children through the use of puppets. Children can interact with the puppets (Segal, 1981).

Free play may not be the most beneficial method of teaching social competencies. Children who have difficulty acting in a prosocial manner may have particular difficulty because free play can enhance inappropriate social functioning. These children need specific instruction in appropriate social functioning (Powell & Lindeman, 1983).

In a review of social skills training with handicapped children, Gresham (1982) pointed out that educators are not placing enough emphasis on teaching handicapped children to act appropriately with nonhandicapped peers. Consequently, handicapped children are not wholly accepted by nonhandicapped children. The way an individual interacts with another often determines the reaction received in return. Patterson (1976) observed aggressive children directly and found that they hit, threatened, and teased other children, demanded that peers comply with their wishes, and used a menacing tone of voice. He also found that these aggressive children received aggression in return.

A great deal has been written on the topic of learning and development of social skills. Although current thinking about learning emphasizes the mind rather than behavior, those who think about learning from the orientation of

cognitive psychology do not discount traditional principles of learning when the learning encompasses simple tasks.

An in-depth review of the literature on assessing and training children in appropriate social functioning was conducted by Van Hasselt, Hersen, Whitehall, and Bellack (1979). In the exploration of operant procedures, various contingencies of reinforcement were shown to have a controlling behavioral effect. However, there was lack of data indicating that behavioral change was of a durable nature. Most follow-up studies took place after one month. The authors took exception to the idea of reinforcing frequencies of social interactions when children lack specific social skills to allow for effective performance in social situations. They pointed out that these situations could be associated potentially with anxiety. Their review provides excellent references and findings for single subject experimental designs and group comparison studies on social skills training (Appendices D & E).

Shuell (1986) pointed out in his overview of learning from the cognitive orientation that learning is considered active, constructive, and oriented to a goal. The system as a whole is involved, not just behavior and changing the environment. The focus is no longer on reinforcement of an individual's responses, but on strategies that can be used for learning. Shuell notes that the cognitive concept does not have a substantial base of data and that new principles

are needed for the more complex forms of learning. Several components though are known to be important if the individual is to learn. The child needs to be actively involved during the learning process. Selection of content is important. The trainer needs to be aware of cognitive processes and have an understanding of how cognitive structures brought about by prior knowledge affects what is learned.

Piaget (1960) posited that individuals go through four qualitatively different stages in the development of thought processes. In each of these stages, thinking becomes increasingly more complex. As cognitive structures become restructured to higher levels of thought, each new level becomes the base for the next level. These levels increase with age.

Functional levels of cognitive processing that may develop in sequence but are not specifically related to age have been proposed (DeRuiter & Wansart, 1982). Level I is emphasized primarily from birth to approximately 18 months and is the awareness level. The individual is physiologically aroused while attending to the presented stimuli. Attention is the process for learning at this level.

Level II is emphasized from approximately one year through approximately four years of age. Along with inner language, there is differentiation of likenesses and

differences and perception of detail. Perception is the major process of learning at Level II.

Level III, the labeling level, is a focus for learning from approximately two years of age through approximately eight years of age. The child attaches simple names and definitions to objects and tasks. At the labeling level, the major learning process is memory, where perceptions of stimuli are stored temporarily and rehearsed. DeRuiter, et al. (1982) suggest a number of teaching principles for the labeling level such as teaching without much testing and providing drill, rehearsal, and modeling. Little emphasis should be placed on comprehension and analysis of situations.

Attention is a necessary prerequisite for learning at any age. Young children tend to focus their attention in fairly short bursts. Holmberg (1977) illustrated the effect of sharing of activities on the behavior of children. Differences were observed when 12-month to 42-month-old children interacted with adults as compared to interacting with children of similar age. Sequences of attention increased when children were interacting with an adult. Thus, adults help young children to maintain their attention. Differences were also found between age levels. It was posited that these experiences assist in development, moving the child to longer periods of focused activity and away from the less mature tendency to shift from activities

quickly. Messer (1976) also concluded from his review of studies on attention span that the issue is not time but whether the activity is structured from the outside for young children. Imposing structure on their own activities is a limitation of young children.

A set of interpersonal cognitive solving skills that serve as mediators to adjustment has been hypothesized by Shure and Spivack (1979). They found that impulsive and inhibited children as early as four years of age had deficits compared to their peers in thinking of different solutions in an interpersonal situation, such as how to play with a toy currently being played with by another child. They were also deficient compared to their peers in thinking of consequences that might happen next, such as taking the other child's toy. The authors wanted to show the children that there were several ways to solve a problem without taking away the knowledge already present. Training in nursery school or in kindergarten benefited future problem solving, but two years of training was more beneficial. Kindergarten training was more beneficial than nursery school training for consequential thinking, but two years of training was more beneficial.

Gelman (1979) reviewed some of the evidence against the idea that preschool children are inefficient cognitively. Preschool children were found to have the ability to take the perspective of others. For example, children at four

years of age talk differently to younger children, speaking in simple phrases and attempting to direct the attention of the younger child. In contrast, when talking to adults, the four-year-old children spoke in more complex phrases and included their own thoughts in their conversation (Shatz & Gelman, 1973).

Van Hasselt, et al. (1979) suggest incorporating peers from the natural setting in the training procedures. Self-monitoring and reinforcement from the external environment should enhance maintenance of learning. Systematically repeating sessions during the training should insure transfer of learning. These authors also believe that social skills training should occur with the cooperation of the teacher who will recognize the newly developing skills and respond appropriately with reinforcement.

Guevremont, Osnes, and Stokes (1986) conducted a study where children were trained in verbalizations of behavior which served as mediators in changing behaviors. Although prompting was needed a few times, verbal control gradually developed. Over time, the verbal control generalized to other behaviors and to other settings.

In a review of research on social skills training, Powell and Lindeman (1983) found that teachers modeling appropriate social behaviors, prompting children in appropriate behaviors, physically guiding children to

perform appropriate behaviors, and praising acts of social interaction, gradually decreasing the praise, met with success. They also noted that there should be a program to produce generalization which is beyond the training sessions.

Stokes and Baer (1977) view generalization as an active process rather than a passive process of behavioral change. In their review of the literature on generalization of behaviors, they focus on the idea of training explicitly for generalization. Generalization, they say, should be looked at as another behavior rather than as an outcome of training. These authors look at generalization more pragmatically than in the traditional sense and suggest that generalization be instructed by using examples of situations, telling the child that the same behavior can be performed in another situation, using language to mediate transfer of behaviors, and reinforcing behaviors that are generalized.

If learning transfers, then the amount of time spent to learn new skills is decreased. Therefore, valuable time and energy are saved. Madeline Hunter (1971) notes that the teacher's skill in planning a lesson is one of the most important components insuring that new learning will transfer. Transfer of learning is the aim of all instruction.

A variety of techniques can be used to assess social competency and Van Hasselt, et al. (1979) outlined those most often used in evaluating training programs. Observations are made of specific interpersonal behaviors of children in the natural environment and in role play situations. Factors that influence the direct observation of behaviors are the expectations of the observers and children, reactions to the process of observation, and reliability of coding systems. Test-retest reliability and continuity of performance in the treatment and natural setting are also factors for consideration in role play situations.

Sociometric techniques measuring children's preference for being with other children do not reveal deficiencies in social skills or appropriate or inappropriate social functioning. While some children are not chosen, others fall only in the negative categories in some of these techniques. A rating scale sociometric method includes all children and negative and positive criteria are given to all children. A lack of correspondence has been found between actual behaviors and ratings according to Van Hasselt, et al. (1979), however.

Van Hasselt, et al. appeared to favor ratings of children by their teachers. But these ratings depend on the teacher's understanding the skills to be rated and knowledge of the particular child. There are advantages in using this

rating technique because it is fast and economical and measures a wide range of behaviors. The data collected can be easily quantified and the ratings can be used to measure outcome of social skills training.

Several factors, therefore, should be considered in developing and assessing a social skills training program for young children. Teacher's rating scales assessing the level of a child's social functioning have been found to be quick and economical, serving as tools for assessment of needs and evaluation of outcomes of social skills training programs. A cognitive-behavioral approach in training and during the generalization process appears most beneficial. Generalization of training should be programmed and subsequently instructed in the natural environment.

Structured learning of social skills is considered more beneficial than the nonstructured training presumed, for example, in free play. Tasks related to the personality stage and to the developmental level of cognitive structures determine the presentation of training. Young children need opportunities to develop autonomy and practice prosocial behaviors in imaginative, non-threatening situations. Children should be actively involved with their training. Handicapped children need training in appropriate interactions with nonhandicapped peers to enhance acceptance.

Materials and content should be of a nature that will enhance the child's attention, enable the child to look at a variety of similar and different situations, and allow the child to practice, behaviorally and verbally, prosocial behaviors, building on present cognitive structures. Appropriate social functioning should be reinforced with praise, but the praise should decrease gradually to insure internal maintenance of skills.

Peers from the natural environment should be incorporated in the training. Involvement of parents in social skills training is not prerequisite for success, but teacher cooperation is essential for provision of reinforcement in the child's natural setting. The trainer should be a warm, nurturing adult who models prosocial behaviors and serves to enhance the child's sustained attention to training.

Several different aspects of learning were covered in the review of literature on social skills training. Traditional ideas from the behaviorist's orientation of learning, calling for reinforcement of appropriate behaviors and generalization of responses, were not overlooked as important to the learning process. The cognitive orientation of looking at the whole system, keeping the child actively involved, and building on cognitive structures was reviewed.

Tasks relevant to the development of a healthy personality were looked at as elements to consider in the learning process. Important to the development of a social skills training program is an understanding of cognitive processes such as attention, perception, and memory. The role of language was highlighted in the literature.

Education and psychology were the disciplines important to the search of literature on social skills training. Searching through journals specifically for efficacy of interventions in increasing social skills was important. Cognitive and personality development had to be taken into consideration in the review. Models of information processing were needed for increased understanding of the process of learning.

"Instructed generalization" in the natural environment was a new concept in the literature review. Behavior modification was an old concept. The merging of two orientations in efforts to increase learning and bring about behavioral change, taking the whole system and the environment into consideration together, is exciting and more appropriate when working with complex human beings. Cognitive behavioral interventions appear to have an interesting future ahead, especially in their role of increasing social skills in handicapped and nonhandicapped preschool children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goal

Acquisition of social competency leads to improved classroom functioning, friendships, and enhanced emotional control. To this end, the preschool children needed training in classroom, interpersonal, and coping skills. Therefore, it was projected for this practicum that preschool children attending the Center would develop skills to interact in a prosocial manner with teachers and peers.

Behavioral Expectations

It was expected that after completion of the social skills training program, less than 10 of the 48 children would be rated as deficient by their teacher in each social skill addressed in the program. In addition, it was expected that after completion of the social skills training program, less than seven of the 36 preschool children enrolled in the daycare program would be rated by the Center's supervising teacher as deficient in each social skill addressed in the training.

Evaluation Instrument

One evaluation instrument was to be used to measure the two objectives. The measurement tool was chosen because of

its versatility and efficiency for gathering the necessary data. It can measure a wide range of behaviors. The rating categories on this instrument can be collapsed for consolidation of quantifiable data. Data from this instrument can be collected and used to measure outcomes of training. The evaluation instrument was a Likert-type five-point rating scale devised by the trainer (Appendix C). It was designed to measure 10 social skills. These skills were reviewed by the Center's director and supervising teacher and verified as specific to social skill deficiencies found among the Center's preschool children.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The literature review revealed that traditional principles of learning and current cognitive approaches to learning can be used effectively in developing prosocial behaviors in children. It was pointed out, however, that reinforcing frequencies of social interactions has the potential to create anxiety in socially incompetent children (Van Hasselt, et al., 1979). Positive reinforcement of appropriate social skills, instructions to children to generalize responses, and programs beyond the training sessions to produce generalization in the natural setting are important to the transfer of learning.

Suggestions from the literature review for social skills training included incorporating peers from the natural environment in training sessions and enlisting the cooperation and assistance of teachers to enhance transfer of learning to the natural setting. Adults modeling prosocial behaviors and interacting with children were found beneficial to the process of learning. Getting children actively involved during the learning process is a focus of social skills training.

Efficacy in increasing social competency in children was shown in the review for a variety of interventions. These interventions included providing descriptions of specific prosocial behaviors, using other children to model appropriate social responses, and providing practice of prosocial behaviors in role play situations. Also, providing practice in thinking of different solutions to interpersonal situations, providing practice in exploring consequences of certain behaviors, and using language to mediate social behaviors have been shown to increase social competency. Other techniques included providing examples of situations and competency, prompting children in the use of appropriate social skills, and physically guiding children through appropriate social behaviors.

Children, therefore, can be trained in prosocial behaviors using a variety of cognitive-behavioral interventions. Not providing training in prosocial behaviors to children who are deficient in the skills can lead to dire consequences as Perlmutter and Bryan (1984) revealed in their study. They trained handicapped children in ingratiation behaviors and told a control group of handicapped children to act naturally. Then both groups interacted with an adult. The control group was considered more negatively by the judges when a film of the interactions was viewed with the sound on and with the sound off. So it seems that negative views of handicapped

children are often determined by their own social responses. Training these children in prosocial behaviors is of paramount importance to enhance their acceptance among their nonhandicapped peers.

Many materials have been marketed explicitly for use in teaching social skills. A review of many of these commercial materials (Stowitschek & Powell, 1982) revealed that the majority have not been field tested prior to marketing and many do not have elements of instruction necessary for social skills training.

However, the Accepts Program, a social skills curriculum designed specifically for use with the elementary handicapped child (Walker, et al., 1983), uses instruction, direct prompting, verbal mediation, and reinforcement techniques. Selection procedures for the handicapped child, guides and scripts for teaching, and management procedures in the natural environment are included in the manual. The Program is sold with video vignettes of examples of appropriate and inappropriate social skills.

Research results of the Accepts Program favored the experimental group on teacher ratings, criterion role play, and behavioral observations (Walker, McConnell, Walker, Clarke, Todis, Cohen, & Rankin, 1983). The program, however, is expensive with the video alone selling for approximately 200 dollars. A review of the manual and video vignettes revealed a low level of interest for preschool

children and a requirement for a higher level of cognitive functioning.

Another well researched program is the PALS Program using language skill development (Vaughn, Levine, & Ridley, 1986). A review of the Program revealed that the primary emphasis is on language and concept development with a focus also on self-concept and interpersonal management. Designed for use with three to five year old children, the program has a high level of interest for the younger population. The PALS Program is approximately half the cost of the Accepts Program.

Studies showed that the PALS Program was effective with the target population of preschool children (Ridley & Vaughn, 1982, 1984) as well as with aggressive children (Vaughn, Ridley, & Bullock, 1984). The 50 lessons in the Program cover the following 10 major skills:

1. Language.
2. Empathy.
3. Locus of control.
4. Self-concept.
5. Cue-sensitivity.
6. Alternative thinking.
7. Consequential thinking.
8. Goal identification.
9. Procedural implementation.
10. Integration.

Although sound in its cognitive approach to learning, the Program did not appear specific enough toward development of social skills to meet the expectations of the Center's preschool administrative and teaching staff.

Description of Selected Solutions

Development and presentation of a social skills training program with instructed generalization by teachers in the classroom was the proposed solution to the problem of social incompetency in the Center's preschool children. It was decided that the program would address the following 10 social skill deficiencies verified by Center staff as relative to the preschool children:

1. Listening to the teacher.
2. Doing what the teacher says.
3. Following classroom rules.
4. Doing best work possible.
5. Following rules of play.
6. Assisting others.
7. Sharing with others.
8. Coping with anger.
9. Coping when someone says no.
10. Coping when teased.

The author would construct and present the stories, taking into consideration the developmental level of the children. The stories would address the social skill

deficiencies and would be geared to increasing social competency.

All materials used in the presentation would be kept out of sight when not in use in an attempt to enhance the level of anticipation and interest. Puppets (Mickey Mouse, Minnie Mouse, and Donald Duck) would be used in the social skills training program. The puppets would be characters of the stories and would interact with the children.

Two stories addressing familiar needs and prosocial behavioral descriptions would be developed for each of the 10 social skills, with a focus on one social skill twice weekly. To the extent possible, stories would be built on prior knowledge presented in the sessions and prior knowledge would be reinforced during each session.

For the final two weeks of program implementation, stories would be developed, again addressing familiar needs and prosocial behaviors, but the focus would be on a variety of social skills presented previously in the training program. These stories would serve as further reinforcement of learning. Each of the 24 stories would have a purpose relating to specific social skills and alternate social responses would be addressed in the stories when relevant.

Presentations would incorporate cognitive-behavioral interventions such as prompting, modeling, rehearsing, verbal mediation, and performance feedback. The author would be the trainer in the social skills training sessions.

The twice weekly story presentations for the 12 weeks would focus on interaction between puppets and the children would be kept actively involved with the presentations.

The presentations would require some verbalizations of responses by the children and some behavioral rehearsal. Children would not be asked reasons or comprehension questions; however, they would be asked to verbalize or demonstrate alternate responses.

The sessions would incorporate all of the children assigned to a specific teacher and classroom. Training would be provided to each class separately. Older and more capable peers would act as helpers and role models to other children during the sessions. As appropriate, the children would be encouraged and praised by the puppets or trainer.

Cooperation and assistance from the classroom teacher would be considered important to the success of the social skills training program in the assurance of transfer of learning. The teachers would observe their children and evaluate them on prescribed criterion during the training sessions. They would provide instructed generalization in the natural setting also. The aides would provide management assistance during the training sessions. The trainer would serve as a model focusing on prosocial training.

Criterion evaluations of the children by the teachers for the training sessions would be demonstrations of

interest in the materials along with additional verbal or behavioral participation, as applicable, during the sessions (Appendix F). Also, each child would be evaluated daily by the teacher in the natural setting on demonstrations of social skill deficiencies and prosocial behaviors, and on success as a helper or role model when called upon by the teacher (Appendix G). Success as a helper or role model would depend on developmental and physical capability and would not be applicable to all children. These evaluations would be specific to individual children and would be the property of the teacher. The teachers would use these evaluations along with personal judgment and knowledge of the child in forming a rating of each child on the social skills training program's evaluation instrument (Appendix C) upon termination of the program.

Prior to implementation of the program, the teachers would be briefed on a variety of responsibilities such as observing each session and completing all evaluations with a child's developmental and capability level in mind. They would be advised to monitor their teaching skills and not react spontaneously to children's misbehaviors.

Training in the following prescribed instructed generalization process would be presented to the teachers. In the natural environment, such as the classsroom, school bus, or playground, misbehaviors would be labeled aloud by the teachers as one of the skills focused on in the social

skills training program. Then, providing instructions for transfer of learning, the teachers would reframe inappropriate functioning to desired, alternate appropriate functioning aloud in terms of what one of the puppets would do in a similar situation. After reframing, the teachers would focus on another more socially appropriate and capable child, instructing that child to tell or demonstrate what one of the puppets would do in the situation.

The social skills training sessions would be planned to provide pleasure, encouragement, and performance feedback. Therefore, the teachers would be briefed on these three essential elements of the social skills training program and their importance to the transfer of learning in the natural setting. The teachers would be briefed on keeping the atmosphere of the Center light and fun, focusing on the social skills they had identified as deficient, encouraging the children to behave in a positive and constructive manner similar to the three puppets, and providing praise to those children who demonstrate prosocial skills.

Report of Action Taken

A Social Skills Training Program utilizing structured learning in the training sessions and instructed generalization in the natural setting was developed and implemented to four integrated classrooms of handicapped and nonhandicapped preschool children. The Social Skills

Training Program was presented to the preschool children at the Center in an effort to decrease inappropriate social functioning and increase prosocial behaviors. A few days prior to implementing the Social Skills Training Program to the preschool children, a meeting was held with the four preschool teachers, their aides, and the supervising teacher for a twofold purpose. First, training was provided in the prescribed instructed generalization technique that was planned for use in the natural environment outside the training sessions. Second, the teachers and aides were instructed on their roles in the training sessions.

Specifically, the teachers and aides in the meeting were asked to focus on the 10 social skills that the teachers and administrators had determined deficient among their preschool children. Then they were taught to verbally reframe a child's inappropriate functioning in the natural environment to the desired behavior that was possible in a particular situation. Examples of misbehavior were cited and the participants verbally rephrased the misbehavior to prosocial behavior. They demonstrated focusing on another participant in the meeting and asking that person to tell or demonstrate what one of the puppets would do in a similar situation. For example, in the natural environment some children may not listen as the teacher is talking. The teacher would stop talking and focus on these children, verbalizing that "some children are not listening, so listen

to your teacher." Then the teacher would ask a more socially appropriate child to "tell the group what Mickey Mouse would do while his teacher was talking." After the child's appropriate response, the teacher would offer praise such as "very good, thank you Michael, Mickey Mouse listens to his teacher." The teachers were advised to keep their sense of humor in the event of inappropriate responses while at the same time keeping the children's attention focused on the appropriate skill.

In other words, there was a brief session of the teachers and aides role playing the desired behaviors necessary to carry out instructed generalization of prosocial skills in the natural environment. The participants in the meeting were encouraged to have fun with the natural setting phase of the program and see if they could bring about a change in the children's inappropriate functioning. As with the beginnings of any behavioral change, there was a feeling of skepticism among the participants of the meeting which left the trainer with a feeling of apprehension as to whether the instructed generalization phase would be carried out in the natural environment. Therefore, the trainer walked in casually and visited with the teachers prior to school one morning each week during the implementation phase of the Social Skills Training Program.

These casual meetings became extremely important as a time for open communication between the teachers and the trainer. On occasion, the teachers would recount some misbehaviors and indicate that they had focused on the puppets to bring about prosocial functioning in the children. Also on occasion, the teachers would demonstrate the correct procedure in the presence of the trainer when a child had behaved inappropriately. However, the teachers and aides were just as likely to say "Okay now, what would Donald do?" More and more, the teachers began turning to the trainer for advice on how to handle situations in the classroom or on the playground. Whenever possible, the trainer used references to the training sessions and the puppets in these consultations.

Having the teachers and aides perform separate functions during the training sessions served to involve them even more in the Social Skills Training Program and was a prerequisite for success of the Program. Their importance to the success of the Social Skills Training Program was stressed at the briefing prior to implementation of the training sessions and throughout the implementation phase.

An attempt was made by the trainer to manage the Program in an organized and structured manner. A weekly log (Appendix H) was devised to account for unexpected events and allow for monitoring of people interactions and program interference. Children's interest level and participation

in training was analyzed informally on a recurring basis in the log. Ideas for stories and appropriate, projected student-puppet interactions were entered into the log as they occurred to the author.

Class enrollment, including any new students recently enrolled but not evaluated on the Program's pre-training evaluation form, was obtained from each teacher immediately prior to implementation of the Social Skills Training Program. The evaluation forms for the training sessions and the natural settings were completed by the trainer with children's names, then reproduced, dated, and placed in folders prior to the pre-implementation briefing. Appropriate folders were given to the teachers at the briefing with the 10 social skill deficiencies listed boldly on each folder. Since any new children entering preschool would receive the social skills training along with their peers, it was decided that all children in the classes would be observed in the training sessions and evaluated by their teachers. These children would not, however, be included in the post-training ratings.

At the briefing prior to implementation, criterion evaluations for training sessions and natural settings (Appendices F & G) were introduced to the teachers. They were briefed on the importance of observing their children closely and were given instructions on filling out the evaluation forms, using their knowledge of the child and the

child's capabilities as the base for the evaluations. The training session evaluation (Appendix F) required three elements of child participation only: level of interest, verbal participation, and behavioral participation of any type appropriate to the sessions. The daily evaluation forms for the natural setting (Appendix G) contained three elements: demonstrations of social skill deficiencies, demonstrations of prosocial behaviors, and demonstrations as a helper or role model. The teachers were advised to keep the child's capability level in mind during their evaluations. They were further advised that the ability to act as a helper or role model could not apply to all children.

The teachers were told that training session and natural setting evaluation forms would be their property, but were necessary to the success of the Program and would be extremely beneficial to their final ratings of the children upon termination of the sessions. During implementation of the Social Skills Training Program, the trainer often included some discussion during the weekly morning meetings of a child's social functioning and the importance of completing the evaluation forms for the training sessions and natural setting.

The teachers did not appear to have any trouble observing their children and filling out the evaluation form (Appendix F) in the training sessions. One teacher stated

that she enjoyed the opportunity to observe her children and noticed behaviors not noticed previously. In contrast, the teachers appeared to have difficulty with the evaluation form for the natural setting (Appendix G) and, on occasion, remarked about the time it involved.

The aides were briefed in the meeting on their management function for the training sessions. The trainer focused on their ability to read children's cues, such as a need to toilet, and enlisting their aid in helping the sessions run smoothly. They were advised to quietly remove a highly disruptive child from the training session, holding the child on their lap or beside them. In this way, the child could listen and observe the other children and the puppets. During the first few meetings, an aide in one classroom removed the children too quickly from the sessions, but gradually a glance from the trainer to the aide was sufficient for removal of a child. Children were not removed from the sessions unless they were highly disruptive and disruption seemed to occur in one particular classroom only.

In a classroom midway through the implementation phase, the teacher excused the aide and decided to perform other duties in the classroom during a training session. It was on a day when a new child had entered the preschool. This particular child had just been released from residential care as an emotionally handicapped child and screamed at the

top of his voice at the sight of the puppets, during the entire session, and usually screamed in subsequent sessions. However, during the implementation phase of the Program, the child was able to tolerate the sessions gradually for longer periods of time.

Shortly after the child's first session and prior to the trainer leaving the Center for the day, the teacher was found conversing with the supervising teacher. In the teacher's presence, the supervising teacher was told by the trainer that a social skills training session would not be presented by the trainer if the aide was not in the room. During the next session, the message was reiterated to the aide in the teacher's presence. Thereafter, the teacher observed and rated her children and the aide performed management assistance during the sessions. Involvement of the teacher and management assistance during the training was a prerequisite for success of the Program. Programs involving structured learning usually involve more than one adult and management assistance from an adult was essential during the Social Skills Training Program.

The supervising teacher announced at the briefing prior to Program implementation that the Social Skills Training Program would be placed on the schedules sent home to the parents. The schedules subsequently reflected that the Social Skills Training Program would occur on Tuesday and Thursday for 12 weeks in the hour between 9:30 a.m. and

10:30 a.m. This schedule was observed throughout the Program with the exception of the Thursday observed as a holiday whereby the Social Skills Training Program was moved to Wednesday of that week. Fifteen minutes were set aside on the two scheduled days for each of the four classrooms. The actual sessions usually took approximately 10 minutes in each classroom.

After the first couple of sessions, the trainer noted that the teachers were focusing verbally on the trainer and her presence in the room when talking with their children rather than focusing on the main characters of the social skills training narratives (Mickey Mouse, Minnie Mouse, and Donald Duck). The weekly morning casual visit quickly included asking the teachers to focus on the puppets rather than on the trainer. The teachers understood the idea that the children would identify with the puppets and subsequently complied with the request. When the trainer entered the door of the classroom at the scheduled time with the three puppets tucked inside a small case out of sight, all of the teachers would announce to their children "Mickey and Minnie are here" or a similar phrase including Donald Duck.

The structure that the teachers imposed on their classrooms was interesting. The trainer decided on the order of her progression to the various classrooms for the hour allotted to the sessions during informal observations

of classes before the implementation process and the teachers agreed. It is quite likely that structure in these classrooms weighed heavily in the decision.

The first classroom was highly structured, with the children always sitting in a row with their backs to the wall when the trainer entered the room for a social skills training session. Those in wheelchairs were lined up at the ends. The children in the classroom were ready for the training session and always said "Hi _____, we want to see Mickey" or one of the other puppets. Prior to the puppets' interactions with each other during the narratives, the children wanted to say hello to the first puppet out of the case with an exuberant hug. (It worked well for the social skill that included "taking turns.") During the narratives they sat with wide eyes and listened quietly. Their preferred interaction with the puppets was to whisper in the puppets' ears. The teacher always sat nearby, observing, but apart from the children with her folder. The aide sat nearby but apart from the children and the teacher.

The children in the next classroom were told by their teacher to take their places, meaning sit down against the wall in the same place as usual, when the trainer entered the room. One child quickly set the tone of hugging the trainer before taking his seat and many of the children in the classroom followed the procedure prior to the session. The children waited for their individual greeting from the

puppets. The classroom included the hearing and visual handicapped students. The sessions were always interpreted for the hearing handicapped children by a woman who knelt on the floor beside the trainer. The smiles of the visual and hearing handicapped children were evidence of their enjoyment of the necessary and extensive use of the tactile modality in the social skills training sessions in the classroom. The children in the classroom listened quietly and interacted with the puppets more hesitantly than in the other classrooms. The teacher sat at a distance with her folder, very unobtrusively observing the children, while the aide sat in the group with the children. Various children chose to sit on her lap at times.

In the third classroom, the children were told by their teacher to be seated and they always sat in a group in the middle of the room. Some of the children exuberantly hugged the puppets while others hung back for several sessions before interacting with the puppets. Yet this classroom had more parental requests to include various behaviors into the sessions which were more specific to the home, such as brushing teeth without being told. Due to the short implementation period, it seemed prudent to listen and agree that the idea was good and then not disturb the format of the sessions but hope for transfer of learning. The teacher sat nearby with the folder, observing the children, and the aide sat with the children.

The fourth classroom was the least structured and seemed to consist of the widest age and developmental range of children. The children were never ready for the sessions and they were always told to put their materials away several times before the sessions could begin. Then the children sat in different places anywhere in the room even when the trainer tried to navigate to one area each time. Except for one occasion when the aide was not present and the teacher performed other classroom duties, the teacher sat with her folder at a table observing the children, the aide sat at the table with her, and a child who was occasionally removed from the group of children was placed at the table with the aide and teacher.

The fourth classroom consisted of the older children, but also had a developmentally younger child in the group with an estimated social and mental age of approximately two and one-half years of age. Like the younger children in the other classrooms and the visual and hearing handicapped children, the child required more sensory-motor access to the puppets.

An older child who had not succeeded in kindergarten in a public school system entered the group and was used as a leader by the trainer. He left the group to return to kindergarten and a special education program toward the final sessions. It was difficult for the child to maintain attention but his attention could be focused by using him as

a leader because of his verbal developmental level. Positive reinforcement relevant to allowing the child to read to the trainer for three minutes after the training sessions each week also assisted to keep him involved in the training sessions.

In addition, the emotionally disturbed child who had terminated residential care entered the group in the fourth classroom and remained; he was the "screamer". Except for the developmentally younger child and the emotional handicapped child, the group of children was more verbal with the puppets and each other. Their greetings to the puppets usually included sticking fingers in Donald's mouth and in Mickey and Minnie's stomach, always accompanied with laughter.

Thus, the preschool children and preschool teachers responded in a variety of ways and such variability required some flexibility on the part of the trainer. It was appropriate to wear comfortable clothing, take off shoes, and sit on the floor. All materials used in the Program were kept out of sight in an effort to enhance the children's anticipation of training and interest level. The sessions were fun for the children and were therefore equally fun for the trainer. The trainer flowed with the spontaneity of the children and capitalized on the situations presented by the children. But any flexibility

occurred within the procedures of the well planned scenarios of the prearranged Program.

Scenarios that might take place in any preschool, whether in the classroom, school bus, or on the playground, were developed each week by the trainer prior to the semiweekly social skills training sessions. Since the three puppets as characters were playmates and classmates in the scenarios, it was not difficult to build on prior narrative situations. These semiweekly scenerios were presented by the trainer to the four groups of children. Each week for 10 weeks these scenarios emphasized one of the following social skill deficiencies in their prearranged order.

1. Listen to the teacher.
2. Doing what the teacher says.
3. Following classroom rules.
4. Doing best work possible.
5. Following rules of play.
6. Assisting others.
7. Sharing with others.
8. Coping with anger.
9. Coping when someone says no.
10. Coping when teased.

The purpose of each scenario was to decrease the deficit and increase social competency in a particular skill. For each session, forethought was given to the expected and planned puppet-child or child-child

interaction. Although the puppets were at times successful in creating interaction between the children, the children preferred interacting with the puppets. Except for the first session which included an introduction, all stories had an additional purpose of increasing social competency in the prior semiweekly skill by reinforcing that skill in the session. The puppets refreshing each other's memory of the last time they were together often served as reinforcement of the prior skill and easily led into the day's prescribed situation.

The first session included introduction of the puppets to the children. The first classroom entered at the beginning of the first session set the tone for individual introductions accompanied by a puppet-child hug. Subsequent sessions in all classrooms flowed with individual desires for individual greetings and hugs prior to presenting the prearranged daily narratives.

Plans were made for the children to communicate aloud with the puppets and on occasion interact with each other. However, in the classrooms of younger children, the children were hesitant to speak to the puppets aloud and often whispered to the puppets, sometimes with prompts from the trainer, and often with the trainer repeating the whisper aloud, followed by the puppet offering some positive feedback. If a child would not respond after encouragement from the puppets, then a more capable child was focused upon

to model the response. Children who did not respond easily were given other chances to respond.

As the weeks flew by, the children became more open with the puppets and also more open in their interactions with each other. If the puppets neglected mentioning something that one of the children felt was important and pertinent to the social skill addressed, the behavior was spontaneously added by them. The puppet's idea of "no running or screaming in the classroom" under the social skill of "following classroom rules," for example, quickly included "no spitting or bitting " from the children spontaneously, with one child singled out by the others. Then that particular child later whispered to Mickey Mouse, "no biting."

In the pre-constructed scenarios the puppets took turns describing situations and then telling each other how they handled the particular situations. Then another similar situation would be described and a puppet would turn and ask the children in general or a particular child to tell him or her what the puppet should do in a particular situation. For example, Minnie Mouse could not find her toy under the social skill of "assisting others,' so Mickey asked the children what he should do, quickly telling the children "thank you" after their appropriate response and then telling Minnie that he would help her find her toy.

After 20 sessions of social skills training addressing one different social skill semiweekly and reinforcing the prior semiweekly skill appropriately, four scenarios were developed solely for reinforcement of skills. Under the rubric of classroom skills, the following social skill deficiencies were developed into a scenario, with the children telling the puppets what they should do.

1. Listening to the teacher.
2. Doing what the teacher says.
3. Following classroom rules.
4. Doing best work possible.

For the next session during that week, a scenario was developed addressing the following social skills under the heading of interpersonal skills.

1. Following rules of play.
2. Assisting others.
3. Sharing with others.

The children were led to respond to the puppets during sessions of reinforcement as in prior weeks, with them advising the puppets on prosocial behaviors.

Since the Social Skills Training Program's implementation period was scheduled for completion the following week, it seemed advisable to begin separating the children from the puppets gradually. Therefore the puppets indicated that they would be leaving soon. Then, for the first session of the last week of the Social Skills Training

Program, a scenario was developed that addressed the following coping skills with mention that the puppets would have to say goodbye soon.

1. Coping with anger.
2. Coping when someone says no.
3. Coping when teased.

Toward the last few sessions, some stickers had arrived in the mail and one of the teachers gave the stickers to the trainer without comment. The trainer chose to include the stickers during the last session with the children. The puppets discussed getting stickers for a variety of social skills focused on in the sessions and decided that the children should play the role of teacher and present the stickers to the puppets for demonstrating the appropriate prosocial behaviors. Of course, the majority of the children wanted to present a sticker to one of the puppets, following the scenario guidelines of verbalizing aloud or in a whisper why the puppet was receiving a sticker.

While the younger children said goodby to the puppets with a hug and often a kiss, the older children said goodby with final fingers stuck in Donald's mouth and in Mickey and Minnie's stomach. Acting as good models of social competency, the puppets coped with the teasing quite well as they left their last classroom of preschool children at the Center, bringing to completion the implementation phase of the Social Skills Training Program.

Following completion of the implementation phase of the Social Skills Training Program, the teachers were briefed on using the training session evaluations (Appendix F), the natural setting evaluations (Appendix G), and their personal knowledge and judgment of the child in compiling their post-training ratings on the preschool children. The following week, the supervising teacher rated children from the Center's daycare program who were also enrolled in preschool on the post-training evaluation form. Ratings were based on the supervising teacher's knowledge and judgment of the child relevant to prosocial behavior.

All children who received social skills training received ratings by their teacher and the supervising teacher; however, only those children who received pre-training ratings were included in perusal of success of the Program. After the trainer reviewed the data, the teachers and administrators were briefed on the results of the Social Skills Training Program by the trainer.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

It was expected in the planning of the Social Skills Training Program that some attrition would occur; however, only one child left the Program during the implementation period. Table 4 depicts the results of the Social Skills Training Program after completion of the training sessions with the preschool children and after instructed

Table 4

Post-training Frequency Distribution
Severity of Preschoolers' Social Skill Deficiencies
N=47

	------Level of Deficiencies------				
Social Skill	None	Mild	Mod.	Major	Severe
Listen to the teacher	20	14	7	6	0
Do what teacher says	16	18	4	7	2
Follow classroom rules	18	16	7	5	1
Do best work possible	25	11	2	6	3
Follow rules of play	19	18	3	7	0
Assist others	22	11	7	5	2
Share with others	19	14	6	6	2
Cope with anger	21	11	7	6	2
Cope when someone says no	19	13	6	8	1
Cope when teased	20	12	10	5	0

generalization by the preschool teachers in the four classrooms. The frequencies for social skill deficiencies are greater in the categories for no deficiencies and for mild deficiencies, with frequencies higher in the category reflecting no deficiencies.

Table 5 presents the results of the follow-up on the preschool children in the Center's daycare program who received the training. None of the preschool children in the Social Skills Training Program who also attended the Center's afternoon daycare program left during the implementation phase of the practicum.

Table 5

Follow-up Frequency Distribution
Severity of Daycare-Preschoolers' Social Skill Deficiencies
N=36

Social Skill	------Level of Deficiencies------ None	Mild	Mod.	Major	Severe
Listen to the teacher	13	13	7	2	1
Do what teacher says	12	16	4	2	2
Follow classroom rules	13	14	6	2	1
Do best work possible	13	11	8	2	2
Follow rules of play	16	12	4	2	2
Assist others	14	14	5	1	2
Share with others	14	16	2	3	1
Cope with anger	13	11	6	5	1
Cope when someone says no	14	12	4	3	3
Cope when teased	15	13	3	4	1

Similarly to the post-training data, the follow-up data reflect higher frequencies in the categories for no social skill deficits and mild deficits; however, the difference between no deficits and mild deficits does not appear as great as in the post-training data. Therefore, the data on the 10 social skill deficits were examined to determine if overall social competency as perceived by the preschool classroom teachers after training and the supervising teacher during follow-up was different from the teachers' and administrator's perceptions of the preschool children prior to the Social Skills Training Program.

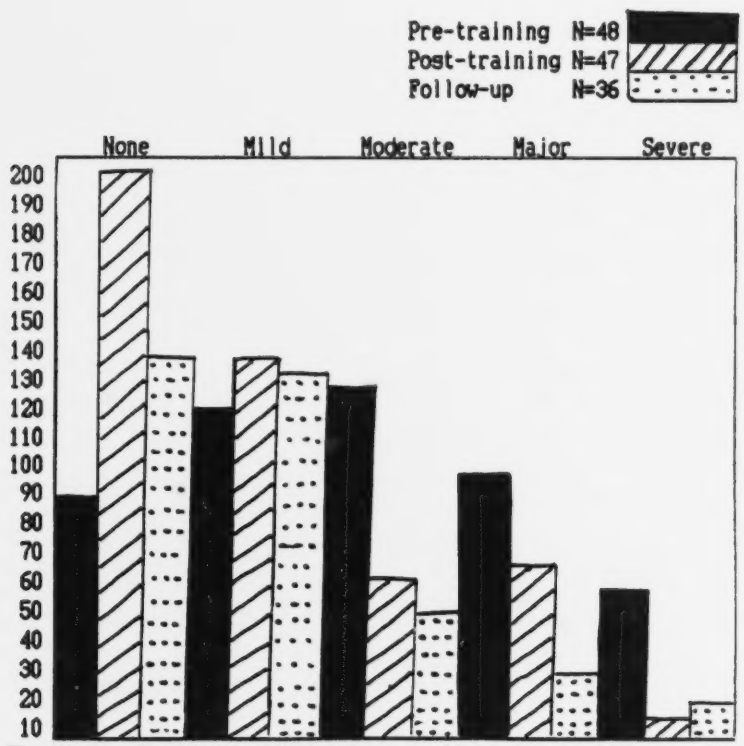

Figure 1. Preschool children's overall social competency before and after social skills training.

As depicted in Figure 1, the trend after training appears as a high level of competency with a low level of deficits in comparison to a more even distribution of competency and deficits prior to training. The data do not depart markedly from a moderate level of social skill deficiencies prior to training. In contrast, the distribution after training appears asymmetrical with the larger frequencies tending to be concentrated toward no deficiencies and the smaller frequencies toward severe social skill deficits. Similarly, follow-up data appears asymmetrical with the larger frequencies tending to be concentrated toward no deficiencies and the smaller frequencies toward severe deficits.

These data bear out the projection for this practicum that the preschool children would develop prosocial behaviors. It was expected that less than 10 of the 48 preschool children, or the same proportionality determined by attrition, would be rated by their teachers as deficient on each social skill after completion of social skills training. If the expectations were fulfilled, then the Social Skills Training Program would be considered successful. In a similar light, it was expected that less than seven of the 36 preschool children who received training and who were enrolled also in the Center's afternoon daycare program would be rated by the supervising teacher as deficient in each social skill. If these

expectations were borne out, it would be considered that the children had transferred their learning from the training setting to a more natural setting.

Deficiencies were determined by collapsing cells 4 and 5, labeled major and severe discrepancies respectively. Table 6 reflects the frequencies of deficits for each of the 10 social skills prior to training, after completion of the training, and during the follow-up of the training.

Table 6

Frequency Distribution of Deficiencies
Pre-training, Post-training, and Follow-up

Social Skill	N=48 Pre-training	N=47 Post-training	N=36 Follow-up
Listen to the teacher	15	6	3
Do what teacher says	14	9	4
Follow classroom rules	15	6	3
Do best work possible	17	9	4
Follow rules of play	15	7	4
Assist others	13	7	3
Share with others	14	8	4
Cope with anger	17	8	6
Cope when someone says no	16	9	6
Cope when teased	14	5	5

Perusal of the data indicates that the projections for the Program were met. The frequencies of deficits after training in each of the social skills were less

proportionately for the 47 preschool children completing training than the projected 10 deficits out of the initial 48 preschool children. The expectations were also met for transfer of learning in that less than seven deficits were noted for each of the 10 social skills during follow-up of the training.

The differences between frequencies of social skill deficiencies in the preschool children before implementation of the Social Skills Training Program, after completion of the Program, and during follow-up of the Program are depicted in Figure 2. Acknowledging a dependency on the

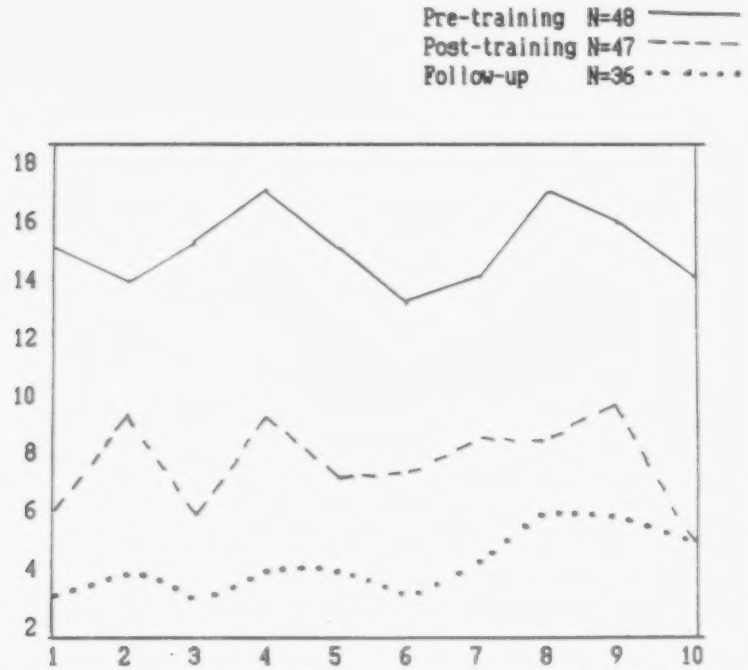

Figure 2. Frequency polygon of the 10 social skill deficits.

size of the groups, the differences between frequencies on each of the 10 social skills reveal that the Center's preschool children did indeed decrease their inappropriate social functioning in the preschool environment and their training carried into the Center's afternoon daycare program.

Conclusion

Social skills training along with instructed generalization in the natural environment increased social competency in the Center's preschool children and, in turn, led to the preschool children demonstrating fewer deficiencies in each of the 10 social skills addressed in the Program. The preschool teachers reported not only a decrease in deficits over the life of the project to attest to the success of the Program but, as Figure 2 reveals, the children were able to generalize their training to the natural environment where their social skill functioning was considered more appropriate by the Center's supervising teacher. Thus, the carefully clarified aspirations of the Social Skills Training Program that were made with Center personnel prior to implementation of the Program were fulfilled.

Attributing to the success of the Social Skills Training Program was the involvement of Center personnel in the planning, implementation, and evaluation phases.

Although it took time to build the rapport necessary for total involvement of the teachers, their enthusiasm and efforts contributed to the Program running smoothly and the resulting constructive changes in the preschool children.

Van Hasselt's et al. (1979) overview of social skills training stressed the cooperation of teachers. The administrators and teachers were directly involved in describing the need for improvement in their Center. Powell's et al. (1983) view of social skill programs emphasized a separate program in the natural environment to produce generalization and Stokes et al. (1977) suggested that generalization should be instructed as a separate behavior. The teachers were given a well defined role and were willing to remain actively involved in the natural setting during the implementation phase of the Social Skills Training Program to assist the transfer of learning.

Castro et al. (1986) noted that involving parents in a program was not necessary for program success; therefore, parents were not considered essential to the success of the Social Skills Training Program. But the cooperation of the teachers and their involvement in instructing generalization in the natural environment were essential to Program success. The teachers were also integral to the success of the Program with their focus on specific social skills and with their observations and evaluations of the preschool

children's social competency in the training sessions and in the natural environment.

The management assistance provided by the aides in the classrooms also contributed to the success of the Program by preventing unduly disruption during the training. Allowing an aide to sit in the group with the children may have created a dependency during the training sessions. Having the aide nearby but physically separate from the children may prevent a dependency of the children on the aide during training and, in turn, create more child interaction and involvement in the Program.

Van Hasselt et al. (1979) suggested incorporating peers from the natural environment in social skills training. Including all of the children in the Social Skills Training Program enabled the less capable children to learn from the more capable children and contributed to an increase in the children's prosocial functioning. Gresham (1982) has pointed out that enough emphasis is not being placed by educators on teaching handicapped children to act appropriately with their nonhandicapped peers. Therefore, the active involvement gave the handicapped and nonhandicapped children practice in verbalizing and demonstrating prosocial behaviors in each other's presence. The active involvement of all the children both in the training sessions and in the natural setting contributed to

the success of the Program and to generalization of learning.

Honig (1982) emphasized that social skills training should be accompanied by expression of familiar needs and descriptions of appropriate social functioning. Clearly planned narratives that verbalized needs and descriptions of proscocial behavior appropriate to the life of preschool children and forethought given to planned interactions of the children gave the Program focus and structure.

Madeline Hunter (1971) noted that skill in planning is one of the most important components insuring transfer of learning. But the planning can include the flexibility of being able to flow with the knowledge presented by the children, thereby building on their prior knowledge and enhancing child involvement, two very important components of Piaget's (1960) theory of child development, supported in the success of the Social Skills Training Program.

Careful planning led to consistent reinforcement of prior social skill training, an important aspect of behavioral theory not overlooked in the Social Skills Training Program. Van Hasselt's et al. (1979) overview points to the controlling effect of reinforcement on behavior (Appendices D and E). Shuell (1986) pointed out in his overview of learning from the cognitive orientation that the trainer should have an understanding of how cognitive structures bring about new learning and that selection of

materials is important. The nonthreatening and interesting aspects of the puppets and the familiar themes of the narratives provided instruction in appropriate social functioning in the training sessions, while repetition of social situations and alternate situations with encouragement and positive feedback for appropriate responding provided the necessary reinforcement and contributed to the increase in prosocial behaviors found among the preschool children.

DeRuiter et al. (1982) emphasized focusing on the child's functional levels of cognitive processing which for preschool children are attention, perception, and memory. Messer (1976) and Holmberg (1977) found that external structure needed to be imposed on activities for young children and sequences of attention increase in young children when their attention is maintained by an adult. Structure was provided by the trainer who kept the children's attention focused on prosocial behaviors. Also contributing to the success of the Social Skills Training Program was the children's use of language to respond appropriately to different familiar social situations, while retreiving from memory prior knowledge and appropriately labeling the social skill.

Goldstein, et al. (1983) pointed out that structured learning is more efficient than nonstructured learning. Thus, a structured Social Skills Training Program adapted to

integrated classrooms of handicapped and nonhandicapped preschool children and incorporating cognitive-behavioral interventions decreased social deficits and increased social competency in these children. The children's minds and behaviors were emphasized during the training; therefore, the children were totally involved in the Social Skills Training Program as integrated, whole systems.

In turn, the preschool teachers were involved in the process of change by providing positive reinforcement of prosocial behaviors and instruction in the natural setting for the generalization of prosocial functioning. As evaluators of the children's functioning, the teachers were involved as integrated, whole systems using their knowledge and perceptions of the children in arriving at their pre-training evaluations. Taking into consideration not only their annotated evaluations for the training sessions and natural setting but also their perceptions and knowledge of the children, they arrived at their ratings of the preschool children after training. The teachers were naive of their prior ratings at the time of the post-training ratings.

In a similar manner, the administrator was naive of prior individual child ratings and her evaluations for the follow-up data included her perceptions and knowledge of the children only. She did not make discreet evaluations but relied heavily on her personal involvement with the

preschool children in the Center's afternoon daycare program.

Recommendations

Perhaps the role of teachers' perceptions on their ratings of the prosocial behaviors of children could be developed for future practicums. Differences could be found between observations of behaviors made by the teacher and the baselines or final ratings by the teachers when personal judgment is taken into consideration.

Involving parents is uncessary, but involvement of teachers of preschool children is recommended for inclusion in any social skills training program addressing deficits of preschool children. Their cooperation and assistance is needed to insure that the program runs smoothly and to note and reinforce the constructive changes occurring in the preschool children. Their perceptions of whether prosocial behaviors have increased among the children is important since they are the primary adults interacting with the children.

An additional program, preferrably in the classroom, is recommended to insure transfer of learning. This program could address the alternate social situations occuring in the natural environment and the alternate prosocial behaviors for a variety of situations. Encouragement and

positive feedback in the natural environment is as necessary to the learning process as it is in the training sessions.

Having at least one other adult to help with the training sessions or provide management assistance is suggested to prevent disruptions, especially when the training includes emotionally handicapped children. It is suggested that children disruptive to the training be permitted to observe the other children receiving training thereby learning through observation. Less disruption would occur if physical boundaries were set for the children. Children in training sessions should be permitted to remain independent as much as possible from adults used as management assistants.

Using all learning modalities available to preschool children is recommended in the training. Involving the children actively in the learning process at their functional level of development is also recommended. As DeRuiter, et al. (1982) suggests, comprehension questions and situation analysis are not recommended teaching strategies for preschool children. It is suggested that materials and content of social skills training programs for preschool children be selected to enhance attention, build on prior knowledge, and encourage the use of language. Training sessions which include a different trainer than the preschool teacher provide diversion and interest for the

children. However, preschool teachers could use this Social Skills Training Program or develop a similar program.

With the current national interest in the education of young children, school personnel will need experience working with preschool children. Prior to full implementation of early childhood programs in public education, assistance from public school personnel similar to that provided during the Social Skills Training Program could be offered to separate early childhood centers. This particular Social Skills Training Program was developed and presented by a school psychologist who visits a Center occasionally on other matters. The Center appreciated receiving extra assistance and consultation services. Because of the rapport and reciprocal appreciation, the Center will continue to receive consultation services from the writer for early childhood education. Since social development is the major issue for early childhood, the focus will be on social skills training programs.

Dissemination

The results of the practicum were shared with the administrators and preschool teachers at the Center. Center personnel discussed the benefits of the practicum to the Center. The preschool teachers indicated that they had enjoyed watching someone else work with their children and would be able to focus on future social skill deficits among

the children and plan a program similar to the practicum. They were assured by the writer that they possessed the necessary skills. Whereupon the narratives and materials used in the Social Skills Training Program were presented to the Center.

The practicum was shared with the Special Education Director of a local elementary school district who has asked the author for assistance in developing a program for handicapped children between three and five years of age which complies with recently enacted federal legislation, PL99-457. Social skills training will be an integral part of the public school's educational program.

Plans are being made for a presentation about the Social Skills Training Program to the local Council of Exceptional Children. Literature findings prior to implementation of the Program will be discussed, the Program will be described, and the results of the Program will be reported. The unanticipated value of consultation services will be shared.

The practicum will be shared with the local community college and with colleges who offer field programs in the community with encouragement to develop educational programs to adequately prepare practitioners who work with preschool children. Programs should attend to all developmental characteristics of the young child including social development. The educational program could provide

appropriate experiences in preschools, such as developing and presenting a social skills training program, similar to this particular Program, for adequate preparation.

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APPENDIX A

LEVEL OF CONSENSUS
ADMINISTRATORS AND PRESCHOOL TEACHERS

Administrator _____ Teacher _____

Please mark your job category above and indicate below, by circling the appropriate number, your level of agreement to the following statements that define social skills. (1 indicates total agreement, 2 indicates uncertainty, and 3 indicates disagreement.)

1. Social skills allow one to initiate and maintain positive relationships with others. 1.....2.....3

2. Social skills contribute to peer acceptance and to a successful classroom and adjustment. 1.....2.....3

3. Social skills allow one to cope effectively and adaptively with the social environment. 1.....2.....3

Following the same guidelines as above, please indicate your level of agreement with the following statements.

4. Taking into consideration the child's level of development and degree of understanding, social skills can be taught as any academic skills can be taught. 1.....2.....3

5. After observing and working with preschool children at the Center, my opinion is that the handicapped children enrolled in the Center's preschool classes are more deficient in age appropriate social skills than their nonhandicapped peers. 1.....2.....3

Thank you for your cooperation. Please make comments on back of this page. DO NOT WRITE BELOW THIS LINE.

Level of Consensus

1. Agreed.....7 staff
2. Agreed.....7 staff
3. Agreed.....7 staff
4. Agreed.....7 staff
5. Agreed.....2 administrators
   Agreed.....3 teachers
   Uncertain..1 administrator
   Uncertain..1 teacher

Note: Social skill definitions from Accepts Program by Walker, McConnell, Holmes, Todis, Walker, & Golden (1983), p. 1.

APPENDIX B

COMPONENTS OF SOCIAL SKILLS RELATIVE TO PRESCHOOL CHILDREN

Administrator _____ Teacher _____

Components of Social Skills

Please mark job category and then rank skills on level of deficiency among preschoolers. Most serious deficiency will be marked with number one (1), second most serious deficiency will be marked with number two (2), and least serious deficiency will be marked with number 19.

_____ Using polite words.

_____ Sharing with others.

_____ Following rules of play.

_____ Assisting others.

_____ Touching the right way.

_____ Good grooming.

_____ Smiling.

_____ Complimenting.

_____ Making friends.

_____ Coping when someone says no.

_____ Coping with anger.

_____ Coping when teased.

_____ Coping when hurt by someone intentionally.

_____ Coping when unable to do what someone asks.

_____ Coping when things don't go right.

_____ Listening to the teacher.

_____ Doing what the teacher asks.

_____ Doing the best work possible.

_____ Following classroom rules.

Note: Components taken from Accepts Program by Walker, McConnell, Holmes, Todis, Walker, & Golden (1983).

APPENDIX C

EVALUATION INSTRUMENT
RATING SCALE OF SOCIAL SKILL DEFICIENCIES

Child's Name _____

Chronological Age _____

Handicapped? Yes _____ No _____

Category of Handicap _____

Could this child be used easily as a model for other less capable children? Yes _____ No _____

Is this child enrolled in the Center's daycare afternoon program? Yes _____ No _____

Please rate the child's level of deficiency on the following social skills as you compare this child with other children of similar age. (1 indicates that the child has no deficiency, while 5 indicates that the child has a severe deficiency.)

	None	Mild	Mod.	Major	Severe
1. Listening to the teacher.	1	2	3	4	5
2. Doing what the teacher says.	1	2	3	4	5
3. Following classroom rules.	1	2	3	4	5
4. Doing best work possible.	1	2	3	4	5
5. Following rules of play.	1	2	3	4	5
6. Assisting others.	1	2	3	4	5
7. Sharing with others.	1	2	3	4	5
8. Coping with anger.	1	2	3	4	5
9. Coping when someone says no.	1	2	3	4	5
10. Coping when teased.	1	2	3	4	5

Comments:

Note: Components taken from Accepts Program by Walker, McConnell, Holmes, Todis, Walker, & Golden (1983).

Single subject experimental designs

Reference	Subjects	Treatments	Outcome	Follow-ups
Allen et al.(1964)	4-yr-old socially isolated girl	Reinforcement of social interaction	Increase in rate of social interaction	6, 13, 15, and 25 days
Beck et al.(1978)	1, 10-yr-old socially isolated boy 1, 7-yr-old socially isolated girl	Instructions, feedback behavior rehearsal, modeling	Improvements on trained and untrained role play scenes	None reported
Bornstein et al.(1977)	4 unassertive children (3 girls and 1 boy) 8-11 yr old	Instructions, feedback, behavior rehearsal, modeling	Improvement on trained and untrained role play scenes	2 and 4 weeks
Bornstein et al.(in press)	5 aggressive children (3 boys and 2 girls), 8-12 yr old	Instructions, feedback, behavior rehearsal, modeling	Improvement on trained and untrained role play scenes; moderate change in naturalistic setting	2 weeks, 1, 2, and 6 months
Buell et al.(1968)	3-yr-old socially deficient girl	Social reinforcement priming	Increased social interaction and outdoor play	1, 2, 3, and 4 weeks
Cooke and Appoloni(1976)	4 learning disabled, socially deficient children (3 girls and 1 boy) 6-9 yr old	Instructions, praise modeling	Improvement on targeted behaviors and in social interaction	1, 2, 3, and 4 weeks
Hart et al.(1968)	5-yr-old, socially isolated girl	Reinforcement of cooperative play	Increase in percentage of cooperative play	None reported
Kirby and Toler(1970)	5-yr-old, socially isolated boy	Reinforcement from teacher and peers	Increase in rate of social interaction	None reported
Panepinto(1976)	4 aggressive boys, (8-10 yr old)	Instructions, feedback behavior rehearsal, modeling	Improvement on trained and untrained role play scenes; moderate change in classroom behavior	1 week
Pinkston et al.(1971)	3-yr-old, aggressive boy	Extinction and reinforcement	Decrease in aggression and increase in peer interaction	1 month

Reference	Subjects	Treatments	Outcome	Follow-ups
Strain(1977)	3 behaviorally disordered, socially isolated boys (43-51 months)	Positive social initiations by peers	Increased frequency of positive social behavior in training sessions	None reported
Strain et al.(1976)	3 behaviorally disordered, socially isolated boys (49-54 months)	Social reinforcement and prompting	Increase in positive social behavior and decrease in negative social behavior	None reported
Strain et al.(1977)	6 behaviorally disordered, socially isolated boys (39-53 months)	Positive social initiations by peers	Increased frequency of positive social behavior in training and generalization sessions	None reported
Strain and Timm(1974)	3-yr-old, behaviorally disordered, socially isolated girl	Social reinforcement and physical contact	Increase in frequency of social behaviors	None reported
Walker and Hops(1973)	3 socially withdrawn girls (grades 1-3)	Token reinforcement	Increase in rates and frequencies of social interaction	None reported
Whitman et al.(1970)	Socially withdrawn boy (10 yr) and girl (6 yr)	Shaping and reinforcement (food and praise)	Increase in frequency and duration of social interaction	None reported
Whitehill(1978)	4 socially isolated children (2 boys and 2 girls) 9-11 yr old	Modeling, feedback coaching, instructions	Improvement on trained and untrained role play scenes and in naturalistic settings	4 and 8 weeks

Note: From "Social Skills Assessment and Training for Children: An Evaluative Review" by Van Hasselt, Hersen, Whitehill, & Bellack, 1979, Journal of Behavior Research and Therapy, 17.

Group comparison studies

References	Treatment and length	Subjects	Conditions	N	Follow-up	Best treatment
Chittenden(1942)	Individual, 11 sessions	Aggressive preschool children	Problem solving No-treatment control	10 9	1 month	Problem solving
Evers and Schwarz(1973)	Individual, 1 session	Socially withdrawn preschoolers	Modeling film Modeling film plus reinforcement	6 7	1 month	Modeling effective reinforcement with or without
Gottman(1972)	Individual, 1 session	Socially isolated preschoolers	Modeling film Control film Social skills training	16 16 2	none 9 weeks	No significant effects of treatment Social skills training
Gottman et al. (1976)	Individual, 5 sessions	Socially isolated 3rd graders	Interactions with adults	2		
Hymel and Asher(1977)	Individual, 6-10 sessions	Socially isolated 3rd, 4th and 5th grade children	Standardized coaching Individualized coaching Peer pairing condition	8 8 8	7 months	No treatment supremacy

References	Treatment and length	Subjects	Conditions	N	Follow-up	Best treatment
Keller and Carlson(1974)	Individual, 4 sessions	Socially isolated preschoolers	Modeling film	10	3 weeks	Modeling
			Control film	9		
O'Connor(1969)	Individual, 1 session	Socially isolated preschoolers	Modeling film	6	none	Modeling
			Control film	7		
O'Connor(1972)	Individual, 1 session	Socially isolated preschoolers	Modeling plus shaping	7	3 and 6 weeks	Overall, modeling more effective with or without shaping
			Modeling	9		
			Shaping	8		
			Control	7		
Oden and Asher(1977)	Individual, 6 sessions	Socially isolated 3rd and 4th graders	Coaching	11	1 yr	Coaching
			Peer pairing	11		
			Control	11		

Note: From "Social Skills Assessment and Training for Children: An Evaluative Review" by Van Hasselt, Hersen, Whitehill, & Bellack, 1979, Journal of Behavior Research and Therapy, 17.

APPENDIX F

TRAINING CRITERION EVALUATION FORM

Date 9-29-87 CRITERION Page 1

Week Nr. 1 Training Session Evaluation

Skill of the Week Listening to the Teacher.

(Samples presented to teacher as a guide.)

Child's Name	Interest Level 1	2	3	Responded to Puppets Verbal	Behavioral	Instructed Practice-Type
Sample #1	✓			✓	Touched Puppets ✓	Verbalized skill to puppets.
Sample #2	✓				Good Attention ✓	None - Child is shy.
Sample #3		✓		None	Distracted	Refused to respond.
Sample #4			✓	None	None	Moved away from group.

APPENDIX G

NATURAL SETTING EVALUATION FORM

Date 10-6-87 Natural Setting Evaluation Page 1

Daily Report

Weekly Skill Doing what the teacher says.

Reinforce Skills Listening to the teacher.

(Sample presented to teacher as a guide.)

Child's Name	Deficiencies Type	Prosocial Type	Helper-Model Type
Sample # 1		Listened; put material away - got in line.	Helped others put materials away.
Sample # 2	Had to be told several times to put materials away.	Observing, listening and obeys.	—
Sample # 3	Left room. Talked when I am talking.	—	—
Sample # 4		Listens —	Told class to do what I say and listen.

APPENDIX H

WEEKLY LOG

Weekly Log Inclusive Dates Oct 27, 1987
(Sample from Log)

1. Reactions of Center personnel to trainer: Roger warming up to trainer — remember invitation to party on Friday to meet children's parents. Jessie is always friendly — good teacher — good aide. Both of these teachers appear to want help and ideas.

2. Ideas for self-monitoring of trainer interaction with Center personnel if necessary: Make more time for Jackie. Slow down. Don't rush. Visit with Peter — give him some ideas for funding. Tell him to call Honig — she could refer him to sources for grants.

3. Reaction of Center personnel to Social Skills Training Program: Beth has been observing program through mirror in Michelle's room. Feel her out — ask her for some suggestions for stories. Roger and Jessie seem more accepting than other two teachers. Why?

4. Ideas for consultation, praise, or encouragement to increase acceptance of Program and materials if necessary: Compliment Michelle on her related classroom skills. Ask for her help on something. Help Jackie with child that hugs and bites. Try strict behaviorism — coke at end of day maybe if no biting. Encourage teachers to refer to puppets and program generalization. Remind them of weekly skill.

5. Ideas for incorporating Center personnel feedback into the Program or materials if appropriate: Michelle's parents want home rules included in program — think about this.

6. Children's most unsuccessful interactions with the Social Skills Training Program's materials: Physical demonstration of lining up behind puppets for "getting in line when teacher says" did not work well. Verbalizing is better. A training session assistant is needed if children are to be physically guided through appropriate behaviors.

7. Children's most successful interactions with the Social Skills Training Program's materials: Whispering to puppets is best — strive for spontaneous interaction between children and with puppets.

8. Ideas to improve children's interactions and participation during the Social Skills Training Program: Focus on the children in the background in Michelle's class — physically move closer to them. Allow Jackie's class to tease before beginning stories — Cut down on stories — have Jackie's class interact more with each other. Laugh with them.

9. Weekly social skill to be addressed: Following rules of play.

10. Prior social skill training to be reinforced: Doing best work possible: Staying in lines when coloring, going slow when cutting and pasting, making the very best lines and circles.

11. Ideas for stories, incorporating verbal descriptions of situations and prosocial behaviors: Minnie: Little girl took my toy and did not ask to play with it. Mickey: I don't take toys from other children, do you Minnie? Minnie: I wait until they have finished and laid the toy down. We take turns playing don't we Micky? Mickey: Yes and we take turns on the slide and swings. We don't push anyone do we Minnie? Minnie: If we did someone would get hurt. You remember Micky when a kid threw sand at me — it hurt! Mickey: I'm sorry you were hurt. I don't throw sand.

12. Suggestions for projected interactions and participation to match story ideas in Item 11 above: Donald Duck to children — We like to play in the sand box but we must not (focus on a child for an answer). I want to swing but Micky and Minnie are in the swings so I (wait for a child's response). Do you take turns - - - - tell me when you take turns - (Very good.) We have to remember so many things on the playground. . . Help me to remember — (Focus on group or individual children.)

"END OF DOCUMENT"